Hallsville R-IV School District
Assessment Plan

September 2026

Overview
Assessment is a critical component of education. To be most effective, assessment processes must be systematic, ongoing, and target specific educational purposes. Data gathered during assessment processes provides important information to parents, students, and educators alike.

The district assessment plan serves as a general guide to the implementation of student testing within the Hallsville R-IV School District. It provides information on the assessment tools administered and their purposes, the use and dissemination of results, provisions for test preparation, applicable policies on test security, and other information. The assessment plan is reviewed annually, maintained by the district assessment coordinator, and approved each year by the Board of Education.

Assessment Coordinator
The Assistant Superintendent serves as the district assessment coordinator. Central office and building administrators, guidance personnel, and other designated faculty members work with the assessment coordinator to determine the appropriateness of district testing instruments and procedures. Under the direction of the district assessment coordinator, tests for the district are ordered, received, and distributed to the appropriate building personnel.

Test Preparation
In an effort to assure the collection of useful assessment results, both faculty and students will receive assistance in preparing for test administration.

Teachers – Faculty members receive training on the administration of assessment tools. When appropriate, teachers also receive professional development on other topics related to assessment, including necessary security protocols, test scoring, data analysis, and interpretation of results. District/building administration, guidance personnel, or other designees conduct these sessions.

Students – Students receive notice prior to the administration of assessment tools. Faculty members provide test-taking strategies as a component of routine classroom instruction, and allow time for discussion to answer student questions about testing. In some cases, information on assisting students to prepare for test administration is sent home to parents/guardians.

Assessment of State Standards
Hallsville faculty members teach using Board-approved course curriculum and related documents. These documents include learner objectives and reference specific learning activities, assessments, and instructional resources that are aligned with the Missouri Show-Me Standards. Teachers assess student progress on all Missouri process and content standards using a variety of formative and summative measures as a component of routine classroom instruction. Teachers are expected to use a variety of assessment techniques and tools to monitor student progress. Such techniques could include traditional test items (e.g., multiple choice and constructed response), products (e.g., research papers, portfolio, lab reports), performances (e.g., presentations, lab demonstrations, recitals), or process-focused checks for understanding (e.g., oral questioning, observations, conferences, learning logs).

Professional Development
Faculty and administrators of the Hallsville R-IV School District participate in annual professional development opportunities focused on increased student learning. These opportunities are developed based on a number of sources (e.g., district CSIP goals and objectives, student learning needs demonstrated via data analysis, other needs assessments). Professional development targets instructional best practices, including assessment topics. Examples of such topics include creation and implementation of assessment tools and processes, data analysis (including data disaggregation), individual student goal-setting and progress monitoring, etc.

Use of Assessment Results
Test results are used for a variety of purposes, including but not limited to the following:

Screening – Select assessment tools are used to identify students who may benefit from participation in specialized programs or additional services. Results are often used to identify students who may warrant further testing.

Diagnosis – Select assessment tools are used to provide in-depth information on a student's specific strengths and needs. Results are often used to establish goal targets and to inform planning.

Progress Monitoring/Formative – Select assessment tools are used to gauge student progress toward an identified goal. Results are often used to inform planning.

Outcome/Summative – Select assessments are used to evaluate the overall effectiveness of programs. Results are often used to guide implementation of improvements to curriculum and programs.

Dissemination of Assessment Results
Test results are disseminated as needed and as appropriate to students, their parents/legal guardians, and district personnel, in compliance with all applicable laws and Board policies.

Test Security
All standardized testing materials shall be stored, distributed, and collected in accordance with procedures that ensure test security and authorized access to test booklets and other materials. The Superintendent shall designate a District Testing Coordinator who will direct the administration and security procedures for each testing site.

Teacher Responsibilities for Test Administration
Prior to administering any district or state standardized test, the principal/designee will review the testing guidelines with the teachers, ensuring they and the students follow the correct procedures. The principal/designee shall distribute all appropriate policies and any other testing guidelines to all teachers, require them to sign a test security agreement, and maintain a record of signatures.

The guidelines below are examples; others may be provided by the principal/designee:

1. Teachers are not to review the test questions or content prior to it being given to the students.
2. Teachers are not to assist the students during the administration of the test.
3. Teachers are to review only the purpose of the test, the directions, the time restraints, and what the students are to do upon completion of the test.

Violation of these and other administrative testing guidelines by the teacher may result in disciplinary action against the teacher, up to and including termination.

Statutory Authority and Requirements
The Hallsville R-IV School District administers assessments within the limitations of and in accordance with the requirements established by Board policy, Missouri law, and federal law. The length of time dedicated to assessment varies based on the student's age, needs, and other individual factors. Timing guidelines are available upon request for any assessment.

Guidelines for Including Students with Disabilities
Hallsville students with disabilities participate in district assessments as indicated in their Individual Education Program (IEP) documents (Form E). Accommodations, modifications, and alternative assessments are sometimes implemented to meet the needs of individual students. Should Form E indicate no accommodations, modifications, and/or alternative assessments are needed, students with disabilities participate using the same assessments, assessment protocols, and under the same testing conditions as their peers.

Special Education Evaluation Procedures
The Hallsville R-IV School District adheres to federal and state laws and guidelines established in the Individuals with Disabilities Education Improvement Act (IDEA, 2004). Our Local Compliance Plan is consistent with the State of Missouri's Compliance Plan. As such, when a disability is suspected, we are obligated to proceed with determining if further evaluations are needed. The following is a list of areas that may be assessed, along with the assessments that can be used. This list is not all-inclusive, as new assessments may be purchased throughout the school year to further meet the needs of individual students and/or when older assessments warrant replacement.

Vision – Distance acuity with a 20/20 chart and tracking (screenings by school nurse)

Hearing – Tympanogram & Decibels headphones (screenings by school nurse)

Motor Skills – BOT3 (Bruininks-Oseretsky Test of Motor Proficiency 2nd edition), VMI (Berry-Buktenica Developmental Test of Visual-Motor Integration) Subtests of Motor Coordination and Visual Perceptual, PDMS- 3rd Edition (Peabody Developmental Motor Scales) SPM2 (Sensory Processing Measure), SPM-P (Sensory Processing Measure- Preschool), SP (Sensory Profile), SFA (School Function Assessment)

Cognitive – Wechsler Preschool and Primary Scale of Intelligence (WIPPSI-IV), Wechsler Intelligence Scale for Children (WISC-V), Wechsler Adult Intelligence Scale (WAIS-IV), Leiter, Wechsler Nonverbal Test of Intelligence (WNV), Differential Abilities Scale II (DASII), Developmental Assessment of Young Children 2 (DAYC-2)

Academic – Kauffman Test of Educational Achievement (KTEA-3), Woodcock-Johnson Test of Achievement (WJ-IV), Wechsler Individual Achievement Test (WIAT-III), Test of Early Reading Ability (TERA-4), Test of Early Written Language (TEWL-3), Test of Oral Written Language (TOWL-4), Test of Early Math Ability (TEMA-3), Test of Reading Comprehension (TORC-4)

Autism - Autism Spectrum Rating Scales (ASRS), Verbal Behavior Milestone Assessment and Placement Program (VB-MAPP)

Social/Behavioral – Behavior Assessment System for Children (BASC-3), Conners 4, Behavior Rating Inventory of Executive Functioning 2 (BRIEF2), Developmental Assessment of Young Children 2 (DAYC-2)

Adaptive – Adaptive Behavior Assessment System (ABAS-3), Developmental Assessment of Young Children 2 (DAYC-2)

Speech – Goldman-Fristoe Test of Articulation 3 (GFTA-3), Fluharty Preschool Speech and Language Screening Test - 2, Arizona Articulation Proficiency Scale-3 (AAPS-3)

Language – Comprehensive Assessment of Spoken Language 2 (CASL2), Clinical Evaluation of Language Fundamentals-5 (CELF-5), Expressive One Word Picture Vocabulary Test (EOWPVT) Peabody Picture Vocabulary Test-4 (PPVT-4), Language Processing Test-3 (LPT-3:E) Test of Language Competency-Expanded (TLC-E), The Word Test-2 (TWT-2) Test of Language Disorders-I: 3 (TOLD-I:3), Clinical Evaluation of Language Fundamentals - Preschool - 2, Test of Early Language Development - 3, Oral and Written Language Scales - 2

Health – Medical and Psychological records and information may be requested if the nature of the suspected disability would be better understood after viewing these items.

Transition – Formal and Informal transition assessments may be recommended once students reach the age of 15 years old.

If a parent/legal guardian is unsatisfied with the school's evaluation, they may request an Independent Educational Evaluation as specified in School Board Policy and Regulations 6250.

Section 504 Evaluation
If a student has a mental or physical condition that does not meet the guidelines of IDEA for special education, additional assessments may be conducted. Additional information assessments, including observations and teacher questionnaires, may also be used.

Gifted

The Hallsville R-IV School District follows the State of Missouri guidelines for evaluating the gifted and talented students in our district.

A student must meet the criteria in three of four areas to be placed in the gifted program and receive gifted services.

- Academic Ability
    - OLSAT [Grade 2, Grade 5 as needed]
    - iReady Math and Reading [Grades 2-8]
- Other Evidence of Exceptional Performance
    - An evaluation is completed by a teacher or a team of teachers.
    - MAP test scores [Grades 4-8]
- Creativity, Reasoning, and Problem-solving Ability
    - Profile of Creative Abilities
- General Mental Ability
    - Wechsler Intelligence Scale for Children - Fifth Edition (WISC-V)
    - A score at or above the 95th percentile is required to qualify.